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ABSTRACT

This ERIC Annual Report presents both accomplishments and historical perspectives, as 2001 marks 35 years of ERIC service in delivering educational research and information to the public. This annual report describes the developments in the database of educational literature, the growing variety of ERIC Web-based products and user services, and the distinctive focus of each of the ERIC clearinghouses and system support components. ERIC is in an evolutionary stage transitioning from a system relying on paper and microfiche to a digital network. Accomplishments in 2001 have pushed this change forward. For example, publication in paper of the monthly ERIC index, Resources in Education (RIE), was ended in December 2001. Now customers search the database electronically for new accessions to the database of education literature. To further improve quality control for accessions, a new processing technology was implemented that collectively feeds data from the ERIC Clearinghouses to the ERIC Facility, where the database is made accessible through the Internet. This report describes the improvements in editorial tools and error checking along with the anticipated advantages in processing speed. Contents include: improvements in database operations; database growth in 2001; database content; database access; document delivery; ERIC products and user services; the ERIC Clearinghouses; ERIC Support Components; and the ERIC budget. (AEF)

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ED 471 510

ERIC ANNUAL REPORT 2002:

SUMMARIZING THE RECENT ACCOMPLISHMENTS OF THE EDUCATIONAL RESOURCES INFORMATION CENTER

http://www.eric.ed.gov/

Educational Resources Information Center • National Library of Education

Office of Educational Research and Improvement • U.S. Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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ERIC Mission and Audience

The Educational Resources Information Center (ERIC) is a federally funded, nationwide information network that has been providing ready access to education literature since 1966. At the heart of ERIC is the largest education database in the world—containing more than 1 million bibliographic records.

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers, professors, and librarians; school and college administrators, counselors, instructional media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and business communities as they relate to education.

Educational Resources Information Center	National Library of Education	Office of Educational Research and Improvement	U.S. Department of Education
Luna Levinson	*Sheila M. McGarr*	*Grover J. Whitehurst*	*Rod Paige*
Director	*Executive Director*	*Assistant Secretary*	*Secretary*

Foreword

This ERIC Annual Report presents both accomplishments and historical perspectives, as 2001 marks thirty-five years of ERIC service in delivering educational research and information to the public. ERIC was started in 1966 to collect, catalogue, and provide centralized access to federally funded research and related education documents. What began in the early years as a specifically focused effort linked to libraries has become today a diversified information network providing products and services not only to libraries but also to the broad public primarily through the Internet. This annual report describes the developments in the database of educational literature, the growing variety of ERIC web-based products and user services, and the distinctive focus of each of the ERIC clearinghouses and system support components.

ERIC is in an evolutionary stage transitioning from a system relying on paper and microfiche to a digital network. Accomplishments in 2001 have pushed this change forward. For example, publication in paper of the monthly ERIC index, *Resources in Education* (RIE), was ended in December 2001. Now customers search the database electronically at http://www.eric.ed.gov for new accessions to the database of education literature. To further improve quality control for accessions, a new processing technology was implemented that collectively feeds data from the ERIC Clearinghouses to the ERIC Facility, where the database is made accessible through the Internet. This report describes the improvements in editorial tools and error checking along with the anticipated advantages in processing speed.

As these exciting advances have brought new expectations to our daily work, we want to acknowledge all the traditions and innovations that have built the ERIC system over the years. We have asked the clearinghouse and support component directors to share their perspectives by addressing the question: What is the most remarkable change over 35 years in how the ERIC system increases and facilitates the use of educational research and information?

In recognizing the highlights of accomplishments in 2001, we extend our thanks to all the staff in the ERIC system of clearinghouses.

Luna Levinson
Director of ERIC

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The ERIC Database

In keeping with the ERIC tradition begun in 1966, ERIC continues to build and maintain the world's largest education database. The database enables anyone who needs information on education to locate journal articles, conference papers, research and technical reports, project descriptions, books, teaching guides, evaluation reports, and many other types of materials.

Improvements in Database Operations

In 2001, the ERIC System launched a major re-engineering effort called the ERIC Data Validation and Processing System (EDVAPS). Staff at the ERIC Processing and Reference Facility customized software to create an online data entry system that automates data input and validation and streamlines document processing. The ERIC Clearinghouses now catalog, abstract, and index directly into this new Web-based system, which offers many quality control features including:

- Error and duplicate checking
- Online access to descriptors and identifiers with cut-and-paste routines
- Spell-check
- Online access to various editorial help tools.

EDVAPS brings immediate and significant benefits to ERIC users in the following ways:

- Improving the timeliness. Database updates will evolve from monthly issues to continuous updates. The end result is that full-text documents will be available to ERIC users much more rapidly than they are today.
- Improving the accuracy of database cataloging and indexing so users retrieve exactly what they're looking for.
- In the near future, processing time of abstracts is expected to be reduced from 60 to 30 days.

The new system will accept uploads of various digital file formats, including PDF, HTML, XML, video, and audio, which will move ERIC from a largely paper-based system to an electronic system that provides more comprehensive coverage of education-related material.

In addition, EDVAPS will enable ERIC to capture metadata pertaining to the expanding variety of educational materials. The user interface of the system can incorporate metadata schemes to automatically code and field new and developing forms of content such as pre-prints, digital media, and multimedia. This feature will allow users to search and accurately retrieve a wider variety of education resources captured by ERIC.

Database Growth in 2001

In 2001, a total of 32,099 new records were added to the ERIC database: abstracts of 12,436 documents and abstracts of 19,663 journal articles. The entire bibliographic database, covering

the period 1966–2001, contains 448,312 abstracts of documents and 628,868 abstracts of journal articles totaling 1,077,180 records.

The database is being built by the 16 ERIC Clearinghouses, which acquire and select articles and documents in their scope areas; catalog, abstract, and index them; and send them to the central ERIC Processing and Reference Facility. The Facility performs final editing and combines records from all clearinghouses into the database.

Sample Titles Added to the ERIC Database in 2001

Kent, Susan I. "Problems of Beginning Teachers: Comparing Graduates of Bachelor's and Master's Level Teacher Preparation Programs." *Teacher Educator* v35, n4, Spring 2000.

Law, Mary. "Strategies for Implementing Evidence-based Practice in Early Intervention." *Infants and Young Children*, v13, n2, October 2000.

Education Commission of the States. 2001. *Building on Progress: How Ready are States to Implement President Bush's Education Plan?*

University of Texas, Austin. Lyndon B. Johnson School of Public Affairs. 2000. *Prevention of School Violence Through Civic Education Curricula: Year One of a National Demonstration Program.*

Urban Institute. 2000. *The Role of Community Colleges in Expanding the Supply of Information Technology Workers.*

ERIC currently indexes more than 1,139 education-related journals. The clearinghouses catalog the journals in their scope areas and add new journals when appropriate. Many journals are indexed cover to cover, whereas others are indexed selectively. Journal articles comprise approximately 60 percent of the ERIC database.

Documents other than journal articles comprise approximately 40 percent of the database. ERIC systematically acquires most documents via acquisition arrangements with information providers such as universities and other research organizations, associations, commercial publishers, and state and local education agencies. The ERIC Facility and the clearinghouses formed 105 new acquisitions arrangements in 2001 for a year-end total of 2,678 arrangements.

In addition to these standing acquisitions arrangements, ERIC aggressively solicits education-related material from new sources and accepts unsolicited documents for review. However, inclusion of submitted documents in the ERIC database is not automatic; all documents are evaluated by subject-matter experts at the ERIC Clearinghouses. First and foremost, a document selected for ERIC must be clearly linked to the process or practice of education. In addition, every document sent to ERIC is evaluated for quality of content, including contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, and comprehensiveness. All documents must meet standards for legibility and

reproducibility, and must be available from either the ERIC Document Reproduction Service (EDRS) or another source.

Database Content

ERIC catalogs bibliographic records in its database by describing records according to type of publication. In 2001, more than 80 percent of the documents and articles entered in the database were categorized as research/technical reports, descriptive reports, evaluative/feasibility reports, guides (including administrative and teaching guides), speeches, conference papers, viewpoints, or books.

Documents produced or funded by the Department of Education are given special priority in the database. The ERIC Facility reports that 1,516 Department documents were entered into the database in 2001—approximately 12 percent of all documents entered.

Examples of Department of Education Publications Entered in ERIC in 2001

The Power of the Internet for Learning: Moving from Promise to Practice

The Nation's Report Card: Mathematics 2000

Family Involvement in Children's Education: Successful Local Approaches

National Symposium on School Design: Schools as Centers of Community

Monitoring School Quality: An Indicators Report

Implications of Brain Development Research for Even Start Family Literacy Programs

In 2001, the highest numbers of document entries into the database came from three scope areas: adult, career, and vocational education (1,146 documents); higher education (1,042 documents); and reading, English, and communication (1,003 documents). The largest numbers of journal articles were processed in the scope areas of educational and information technology (1,862 articles); higher education (1,692 articles); and counseling and student services (1,675 articles).

Database Access

The ERIC database is available for public access on the Internet. In the individual clearinghouses' pages in this report, many of the clearinghouse directors reflect on increased accessibility as one of the most significant factors that has enabled information from ERIC to have a larger impact on American education. For example, a teacher interested in finding the latest approaches to service learning for high school students could go to http://www.eric.ed.gov/ and click on "Search ERIC Database." By performing a keyword search using terms such as "service learning," and "secondary education" the teacher could locate program descriptions and research findings on service learning in rural and urban schools, for gifted or homeschooled students, and in other settings. Teachers, researchers, and others interested in education can also search ERIC at more than 1,000 public and university libraries as well as at Federal Depository Libraries. The entire

database is accessible online via the Internet and commercial database subscription services and on CD-ROM. Currently, six online vendors and three CD-ROM vendors offer access to the ERIC database, including the ERIC Processing and Reference Facility, which offers a CD-ROM subscription for $100 per year. (The monthly print indexes of ERIC records, *Resources in Education* and *Current Index to Journals in Education*, discontinued publication after December 2001.)

Because the ERIC database is accessible in so many ways, it is impossible to gather complete statistics on how many searches are run each year. Three ERIC host organizations provide access to the database: the ERIC Clearinghouse on Assessment and Evaluation (http://searcheric.org), the ERIC Clearinghouse on Information & Technology (http://ericit.org/searcheric.shtml), and EDRS (http://www.edrs.com/webstore/search.cfm). These organizations reported a combined total of 7,040,593 ERIC searches run in 2001—an average of 586,716 searches run each month.

Document Delivery

The ERIC Document Reproduction Service, (EDRS) provides access to full-text copies of ERIC documents. In 2001, the ERIC E*Subscribe service, which provides access to electronically releasable ERIC documents by subscription, increased its customer base by 136 percent, growing from 438 at the beginning of 2001 to a year-end total of 1,032 customers.

E*Subscribe's customers comprise 4-year colleges and universities (60 percent); K–12 institutions (16 percent); public libraries (14 percent); community colleges (7 percent); and non-profit and corporate libraries (3 percent). This service provides direct access to electronic copies of more than 87,000 publications (nearly 95 percent of the releasable ERIC documents produced since 1993) to more than 9 million students, faculty, and other patrons. Patrons at subscribing institutions can search the ERIC database and download ERIC documents in Adobe's Portable Document Format (PDF). A total of 655,086 ERIC documents were downloaded in electronic format in 2001.

E*Subscribe's popularity has caused the number of ERIC Standing Order microfiche subscriptions to decline from 886 at the end of December 2000 to 782 in December 2001. Of the 104 institutions that canceled microfiche subscriptions, 85 transferred to E*Subscribe. Twenty-two of the cancelled microfiche subscriptions belonged to the Department of Education and ERIC system contractors. The Department, ERIC Clearinghouses, and support components began receiving no-cost access to ERIC E*Subscribe in June 2001 and discontinued receipt of microfiche.

Despite the high interest in the E*Subscribe electronic subscription service, EDRS continues to fill many on-demand orders for paper, microfiche, and electronic copies of ERIC documents. In 2001, customers ordered 38,962 copies of ERIC documents. Of these requests, 47 percent were for paper copies, 36 percent were for electronic copies, and 17 percent were for microfiche.

ERIC Products and Services

ERIC Products

In addition to building the ERIC database, the ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. In 2001, the clearinghouses and ACCESS ERIC produced 468 information products. These products are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the attention they receive from a variety of audiences. Many publications result from partnerships among ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations. All clearinghouse products are reviewed by two subject matter experts prior to publication. Titles of ERIC bestsellers for 2001 are listed under each clearinghouse on pages 11–37.

ERIC also produces electronic products such as peer-reviewed electronic journals, virtual libraries, and numerous specialized directories. The clearinghouses collaborate with ACCESS ERIC to produce *The ERIC Review*, a free journal for practitioners that reports critical trends and issues in education. In 2001, two clearinghouses worked together to produce an issue on "Perspectives on Urban and Rural Schools and Their Communities."

In 2001, the ERIC Clearinghouses produced 146 ERIC Digests. These popular, two-page products summarize the most current information available on specific education issues and topics. Topics are determined by examining research trends in documents and articles acquired for the database, questions most frequently asked by ERIC customers, and suggestions from the National Clearinghouse Committees. Several types of digests are available including overviews, fact sheets, issues (defining and describing a controversial topic), practice applications, research findings, syntheses of syntheses, and resource summaries. Titles of the most popular ERIC Digests in 2001 appear on pages 11–37. The complete text of more than 2,300 ERIC Digests can be found on online and CD-ROM versions of the database.

User Services

Consistent with its mission to increase and facilitate the use of educational research and information on educational practice, ERIC provides extensive user services to the public. These include reference and retrieval services, access to Internet resources, literature searches, bibliographies, identification of popular documents, and referrals to other sources of information.

Since 1987, the ERIC program has committed itself explicitly to reaching and serving more diverse audiences. In addition to researchers and graduate students, ERIC serves teachers, policymakers, journalists, parents, students, and the general public. ERIC staff receive and answer requests via toll-free phone calls, faxes, mail, and e-mail as well as in person at clearinghouses and conferences. The chart below shows user statistics for 2001.

How Users Contacted ERIC in 2001		
Method	**Number**	**Percent**
E-mail*	100,758	65.2
Phone	32,345	21.0
Letters/Fax	17,433	11.3
Visits	3,908	2.5
Total	**154,444**	**100.0**
Web hits	415,510,276	
*The e-mail category includes 34,571 AskERIC requests.		

Anyone can send an education-related question to askeric@askeric.org and expect to receive a reply within two business days. Throughout 2001, a total of 34, 571 customers received responses to AskERIC requests, which included ERIC database citations and relevant online resources. In October 2001 AskERIC introduced AskERIC Live!, a chat reference service that allows online users to type in questions that are answered by AskERIC reference specialists immediately. A transcript of the session is e-mailed to the questioner when the real-time chat is over. In its first two months of operation, 390 questions were addressed via AskERIC Live!

The ERIC system responds to user requests by answering queries; sending out materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database and other ERIC-produced databases and directories for relevant information; and providing referrals to other education-related organizations. ERIC Clearinghouses are contacted by a broad spectrum of users. Most users are faculty and students from either K–12 or postsecondary schools.

The gateway to all ERIC Web sites is the ERIC Systemwide site at http://www.eric.ed.gov/. Features of this site include:

- Links to all clearinghouse and component Web sites
- Access to the ERIC Database
- The ERIC Calendar of Education-Related Conferences
- The ERIC Slide Show, which provides an overview of ERIC products and services and tips on searching the ERIC database

The ERIC Web sites combined received more than 415 million hits in 2001. Examples of types of resources on these sites are:

- Full text virtual libraries
- Special directories

- Records being processed for the ERIC database
- Pre-selected searches and expert search strategies on hot topics

The ERIC Clearinghouses

This section includes the scopes of the 16 ERIC Clearinghouses; the clearinghouses' bestsellers, most popular ERIC Digests, and highlights of 2001; and lists of the National Clearinghouse Committee Members. As 2001 marks the 35th year of the ERIC Program, each clearinghouse director has written a reflection on the significant changes in ERIC's history.

Several clearinghouses have associated adjunct clearinghouses, which receive funding from sponsors outside the ERIC system. Adjuncts perform some or all of the following functions in their subject areas: identifying and acquiring significant literature for the ERIC database, providing reference and referral services, providing technical assistance, maintaining or contributing to Web sites, and producing publications.

Adult, Career, and Vocational Education
Ohio State University

Clearinghouse Scope

Addresses all levels and settings of adult and continuing, career, and vocational/technical education. Adult education information spans basic literacy training through professional skill upgrading. Includes career education resources for experience-based education and career awareness, decision making, development, and change. Also addresses vocational and technical education, including school-to-work, tech prep, technology education, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for individuals with disabilities.

Bestseller for 2001

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries

Most Popular Digests in 2001

Technological Literacy
Leadership Development in Career and Technical Education
Financial Aid for Lifelong Learning

Highlights of 2001

- Redesigned website to improve navigation across the site and enhance accessibility for users with disabilities.

- Collaborated with The World Bank on a major publication: *A Framework for Defining and Assessing Occupational and Training Standards.*

- Produced a publication on *Financial Aid for Lifelong Learning*, which was listed on About.com's Distance Learning page (http://distancelearn.about.com/cs/financialaid/).

National Clearinghouse Committee Members

Deb Bendig, OCLC
Brad Cahoon, University of Georgia Center for Continuing Education
John Comings, National Center for the Study of Adult Learning and Literacy, Harvard University, Graduate School of Education
Brenda Dervin, Ohio State University
Theodore Lewis, University of Minnesota
Manuel London, State University of New York at Stony Brook
Richard Makin, Clearfield County Career and Technology Center
Judy Maxfield, Utah State Office of Education
Israel Mendoza, State Board for Community and Technical Colleges (Washington)
Juliet V. Miller, Career Consultant
Eric Ries, Association for Career and Technical Education
Jovita Ross-Gordon, Southwest Texas State University
Lorilee R. Sandmann, University of Georgia
Rachel Wise, Omaha Public Schools
Carl Woloszyk, Western Michigan University

Clearinghouse director's reflections on ERIC's 35th anniversary:

The decision by our clearinghouse staff to put more resources into the development of brief products combined with the widespread availability of the web has provided clearinghouse constituents greater access to educational research and information. The clearinghouse website contains over 200 products based on ERIC resources and other high quality information that provide adult, career, and career and technical educators with overviews on topics that are based on both emerging trends and issues and enduring information needs. For the past several years, the number of website visitors and "hits" has doubled when compared to the previous year's statistics. The web has proven to be a very effective means of facilitating the use of educational research and information by a broad spectrum of constituents. —Susan Imel, Director

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Web: http://ericacve.org

Assessment and Evaluation
University of Maryland, College Park

Clearinghouse Scope

Includes tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, and evaluation in educational projects or programs; research design and methodology in the area of assessment and evaluation; and learning theory.

Bestseller for 2001

Computer Adaptive Testing Tutorial (online)

Most Popular Digests in 2001

Using State Standards and Assessments To Improve Instruction
Alignment of Standards and Assessments as an Accountability Criterion
An Overview of Three Approaches to Scoring Written Essays by Computer

Highlights of 2001

- Served the public's growing interest in K-12 testing issues by publishing informative materials for both technical and practice-oriented audiences. These included a major book, *The Basics of Item Response Theory*, with accompanying interactive software (http://ericae.net/irt) and a book co-published with the National Education Association called *What Teachers Need To Know About Assessment*.

- Prepared an interactive on-line tutorial on a promising new measurement theory based on statistical decision theory (http://ericae.net/mdt).

- Formed a special partnership with the Maryland State Department of Education and created an archive for its assessment reports (http://marces.org/mdarch).

National Clearinghouse Committee Members

Kathryn Alvestad, Calvert County (MD) Public Schools
Gene V. Glass, Arizona State University
Denise McKeon, National Education Association
Douglas Oard, University of Maryland
Barbara Plake, Buros Center for Testing
Michael Scriven, Claremont Graduate University

Clearinghouse director's reflections on ERIC's 35th anniversary:

The growth of the Internet was a blessing for the ERIC system. ERIC system activities other than archiving and database building became more visible and more valued, especially among practitioners. In recent years, usage has soared for ERIC Clearinghouse products and services such as pathfinders, responses to frequently asked questions, interactive Web-based products, question-answering services, selection and identification of top resources, and syntheses. In 2001, more than 3.5 million users visited our site, which received more than 52 million hits. Each day,

10,000 users look at over 65,000 web pages and transfer over 780 megabytes. That's equivalent to 175 copies of the King James Bible per day! The Internet helps us monitor the topics that are of highest interest to our patrons and develop additional products in those areas. –Lawrence M. Rudner, Director

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Community Colleges

University of California at Los Angeles

Clearinghouse Scope

Covers the development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Provides information about two-year college students, faculty, staff, curricula (including distance education), programs, financing, support services, libraries, and community services. Includes linkages between two-year colleges and business/industrial organizations and articulation of two-year colleges with secondary and four-year postsecondary institutions.

The Adjunct ERIC Clearinghouse on Entrepreneurship Education is sponsored by The Center for Entrepreneurial Leadership, Ewing Marion Kauffman Foundation.

Bestseller for 2001

Beyond Access: Methods and Models for Increasing Retention and Learning Success Among Minority Students

Most Popular Digests in 2001

Service Learning Programs on Community College Campuses
Minority Student Retention and Academic Achievement in Community Colleges
Facilitating Responsibility for Learning in Adult Community College Students

Highlights of 2001

- Provided background information and assisted in coordinating a community college leadership development initiative for California and the Pacific Islands.

- Provided background information and assisted in organizing a study of community college student knowledge in the liberal arts.

- Provided bibliographical support and assistance for the fourth edition of *The American Community College*, the basic and most widely used text in the field.

National Clearinghouse Committee Members

Barbara Beno, Accrediting Commission for Community & Junior Colleges
George Boggs, American Association of Community Colleges
Alfredo G. de los Santos, Jr., Arizona State University
Augustine Gallego, San Diego Community College District
Fred Gaskin, Maricopa Community College District
Zelema Harris, Parkland College
Robert M. Hayes, Professor Emeritus, University of California, Los Angeles
Kazuyuki Kitamura, National Institute of Multimedia Education
Jose Martinez, County of Los Angeles, Private Industry Council
Mark Milliron, League for Innovation in Community Colleges
James C. Palmer, Illinois State University
Raymond Taylor, Association of Community College Trustees
Albert Cornelius Tuijnman, Stockholm University, Sweden

Clearinghouse director's reflections on ERIC's 35th anniversary:

Since ERIC's inception it has moved steadily toward widening the availability and use of educational information. Its audience has expanded from a narrow base of researchers to include users from all walks of life: practitioners and students at all levels of education and lay people in the U.S. and abroad. It has done so by bringing all the literature of education under bibliographic control; organizing a sophisticated question-answering service; and synthesizing the information in numerous sub-areas so that it is readily understandable in succinct form. It is a widely used, indispensable, cost-effective service to everyone interested in any aspect of education. --Arthur M. Cohen, Director

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Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services
University of North Carolina at Greensboro

Clearinghouse Scope

Covers preparation, practice, and supervision of counselors, psychologists, therapists, and student personnel specialists at all educational levels and in all settings; theoretical development of counseling and student services; assessment and diagnosis procedures, such as testing and interviewing and the analysis and dissemination of the resultant information; outcomes analysis of counseling interventions; group and casework; nature of pupil, student, and adult characteristics; identification and implementation of strategies that foster student learning and achievement; personnel workers and their relation to career planning, family consultations, and student services activities; identification of effective strategies for enhancing parental effectiveness; and continuing preparation of counselors and therapists in the use of new technologies for professional renewal and the implications of such technologies for service provision.

Bestseller for 2001

Cultural and Diversity Issues in Counseling

Most Popular Digests in 2001

Self-Regulation Through Goal Setting
Mental Health Counseling: Identity and Distinctiveness
Leading and Managing Comprehensive School Guidance Programs

Highlights of 2001

- Expanded the impact of the first major book on the use of technology in counseling, *Cybercounseling and Cyberlearning* (published in collaboration with the American Counseling Association), through numerous invited conference and workshop presentations and the development of a special website, *Cybercounseling* http://cybercounsel.uncg.edu/.

- Received the Tufts University Five Star Award for the clearinghouse's virtual libraries—the highest award given.

- Implemented comprehensive and far-ranging collaborative agreements with four major international human services organizations: American Counseling Association, American School Counselor Association, National Association of School Psychologists, and International Career Development Conference.

National Clearinghouse Committee Members

Judy Bowers, Tucson Unified School District
Thomas Clawson, National Board for Certified Counselors
Doris Coy, University of North Texas
Rich Feller, Colorado State University
Susan Gorin, National Association of School Psychologists

Norman Gysbers, University of Missouri-Columbia
Mark Hamilton, American Mental Health Counselors Association
Patricia Henderson, Northside (TX) Independent School District
Edwin Herr, Penn State
Charlene Kampfe, University of Arizona
Dick Knowdell, Career Planning & Adult Development
Roger Lambert, National Career Development Association
Courtland Lee, University of Maryland
Nancy MacCormac, North Carolina State Occupational Information Coordinating Committee
Pat Partin, Gardner-Webb University
William Pfohl, Western Kentucky University
Amos Sales, University of Arizona
Jack Sanders, Southeastern Regional Vision for Education (SERVE)
Richard Wong, American School Counselor Association
Richard Yep, American Counseling Association

Clearinghouse director's reflections on ERIC's 35th anniversary:

Within the field of counseling and student services (conservatively estimated at over 200,000 practitioners) has been an expanding and highly favorable recognition that ERIC is a prime source for disseminating ideas of high importance and criticality. Generators of significant ideas on counseling are much more likely today to utilize ERIC as a platform to disseminate their ideas than they were in the late sixties and early seventies. Not the least of the reasons for this is the multiple array of dissemination sources available to knowledge generators who use the clearinghouse, for example, ERIC documents, ERIC Digests, and full-blown monographs. More recently, communicating ideas has also meant extensive exposure on the Internet via our award-winning Web sites and virtual libraries that are now standard fare in counselor education and professional development programs. A new thrust has been to work closely with organizations to incorporate their use of ERIC and our clearinghouse resources in the delivery of counseling services to their clients. Our emphasis now is not just helping users *find* resources but helping them discriminate between high-quality and low-quality information. Our commitment is to put to use that which is best researched, valid, and empirically tested.

—Garry R. Walz, Co-Director

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Disabilities and Gifted Education
Council for Exceptional Children

Clearinghouse Scope

Includes all aspects of special education and gifted education as well as the development of people with disabilities and those who are gifted. Includes identification, assessment, and intervention and enrichment in special settings and in inclusive settings. Also includes learning, developmental, and physical disabilities; behavioral and emotional disorders; mental retardation; and outstanding intellectual or creative ability in any area of achievement. Covers referral, student evaluation, early intervention programs, early childhood special education, social integration, individualized education programs, individualized family service plans, school-to-work transition, and vocational and lifelong education. Addresses employment, rehabilitation, applications of technology, physical accessibility, differentiated curriculum, acceleration, and leadership development. Encompasses populations that are at risk (abused or medically fragile), low incidence, adjudicated, culturally and linguistically diverse, or economically disadvantaged, to the extent that these risk factors relate to disabilities and/or giftedness.

The Adjunct ERIC Clearinghouse on Early Intervention and Early Childhood Special Education is sponsored by the U.S. Department of Education, Office of Special Education Programs.

Bestseller for 2001

Adapting Curricular Materials Mini-Library

Most Popular Digests in 2001

New IDEA Requirements: Factors to Consider in Developing an IEP
Strategic Processing of Text: Improving Reading Comprehension for Students with Learning Disabilities
The Warning Signs of Learning Disabilities

Highlights of 2001

- Arranged with the National Early Childhood Technical Assistance Center (NECTAC) to serve as an Adjunct ERIC Clearinghouse on Early Intervention and Early Childhood Special Education. NECTAC's mission is to strengthen service systems to ensure that young children with disabilities and their families receive high quality, culturally appropriate, and family-centered supports and services.

- Hosted and organized the successful annual Office of Special Education Programs (OSEP) Project Directors' Conference under the ERIC/OSEP special project. This conference brings together over 400 leaders of OSEP-sponsored research and leadership training projects and practitioners. The papers presented are a rich source of documents for the ERIC database and are often the origin of major products for the clearinghouse.

- Published *Educating Exceptional Children: A Statistical Profile*, a highly popular and much-needed publication that synthesizes a variety of data about students with disabilities and/or those who are gifted.

National Clearinghouse Committee Members

Carol Ann Baglin, Maryland Department of Education
Pat Beckman, Utah State Department of Education
Mary Ruth Coleman, University of North Carolina, Chapel Hill
Donna Ford, The Ohio State University
Michael Gerber, University of California
Paula F. Goldberg, PACER Center
Edward Kame'enui, University of Oregon
Elba Maldonado-Colon, San Jose State University
C. Michael Nelson, University of Kentucky
Cynthia Okolo, Michigan State University
Deborah Voltz, University of Louisville
John D. Westbrook, Southwest Educational Development Laboratory
Mamie Willenberg Evans, Pinellas County (FL) Public Schools

Clearinghouse director's reflections on ERIC's 35th anniversary:

I think that it is obvious to most that the most remarkable changes in the ERIC system in the past 35 years are greater access to the ERIC database and the technological advances that have made this possible. Microfiche and print copies of a limited number of materials have been replaced by the worldwide web and well over one million documents that can be easily searched and retrieved by millions of customers throughout the world. While search engines and links to organizations and other databases have increased access to data, the road to educational resources and information always leads back to ERIC. In addition, assistive technology devices and services have given individuals with disabilities greater access to the Internet in general and to the ERIC system specifically. It boggles my mind that while access has substantially increased, the cost to the individual consumer has substantially decreased. I see a tremendous societal benefit in the progress that has been made. Kudos to all of the dedicated and hardworking ERIC staff who have brought us to this point." —Cassandra Peters-Johnson, Director

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Educational Management
University of Oregon

Clearinghouse Scope

Covers the leadership, management, and structure of public and private education organizations at elementary and secondary school levels; the practice and theory of administration; federal, state,

and local education law, policymaking, and governance; the preservice and inservice preparation of administrators; administrative tasks and processes, including planning, financing, and staffing education organizations; methods and varieties of organization, including organizational change and improvement; school-community relationships; and the social context of education organizations.

Bestseller for 2001

School Leadership: Handbook for Excellence (Third Edition)

Most Popular Digests in 2001

Homeschooling
Uniforms and Dress-Code Policies
Zero-Tolerance Policies

Highlights of 2001

- Distributed more than 250,000 copies of Clearinghouse products, of which about half were printed and distributed by other organizations in partnership with the Clearinghouse. The clearinghouse's longest standing cooperative publication arrangement is with the National Association of Elementary School Principals, which publishes *Research Roundup*. During 2001 the Clearinghouse wrote and NAESP published four issues of *Research Roundup* for distribution to its 30,000 members.

- Collaborated with the National School Boards Association (NSBA) to write summaries of the articles that appear in each issue of the *American School Board Journal*.

- Produced the Educational Management Electronic Library—a CD-ROM containing the complete text of 97 publications (books, ERIC Digests, and other products) published by the clearinghouse since 1990. The CD also contains the résumés of documents and articles processed by the clearinghouse for addition to the ERIC database since 1994. A custom-designed search engine was installed on the CD to permit searching of the résumés.

National Clearinghouse Committee Members

Anne L. Bryant, National School Boards Association
Vincent L. Ferrandino, National Association of Elementary School Principals
Patrick B. Forsyth, Division A, American Educational Research Association
Paul Houston, American Association of School Administrators
Ted Sanders, Education Commission of the States
Gerald Tirozzi, National Association of Secondary School Principals
Michelle Young, University Council for Educational Administration

Clearinghouse director's reflections on ERIC's 35th anniversary:

The most significant contribution ERIC has made to the area of educational management during the last thirty-five years is the development and maintenance of the Thesaurus. The *Thesaurus of ERIC Descriptors* has contributed significantly to the standardization of the terminology used in

the journal articles and research documents in educational management.—Philip K. Piele, Director

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Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign

Clearinghouse Scope

Addresses the physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors, parents, parenting, and family relationships that relate to education; learning theory research and practice related to the development of young children, including the preparation of teachers; interdisciplinary curriculum (including the project approach) and mixed-age teaching and learning; educational, social, and cultural programs and services for children; the child in the context of the family and the family in the context of society; and theoretical and philosophical issues pertaining to children's development and education.

The Adjunct ERIC Clearinghouse for Child Care is sponsored by the Child Care Bureau; Administration for Children Youth, and Families; U.S. Department of Health and Human Services.

Bestseller for 2001
Rearview Mirror: Reflections on a Preschool Car Project

Most Popular Digests in 2001

Recent Research on All-Day Kindergarten
Assessing Young Children's Social Competence
Multiage Grouping and Academic Achievement

Highlights of 2001

- Topped the one million mark in user visits to both the clearinghouse and National Parent Information Network Web sites in 2001.
- Created a database of Reggio Emilia-inspired schools in the United States and elsewhere.
- National Parent Information Network (NPIN) staff worked with organizers of the Department of Education's September (2001) Town Meeting to develop a resource list for parents, teachers, and family support professionals. This resource, *Talking about*

Terrorism, Tragedy, and Resilience: Resources for Parents, Teachers, and Family Support Professionals, was noted during the broadcast of the Town Meeting and has subsequently been mentioned on a number of other Web sites. NPIN has continued to provide on its Web site listings of resources and information for subsequent Town Meetings.

National Clearinghouse Committee Members

Parker Anderson, National Association for the Education of Young Children
Bonnie Blagojevic, The Sharing Place Child Care Center
Ray Collins, National Child Care Information Center
Josue Cruz, University of South Florida
Harriet Egertson, Nebraska Department of Education
Victoria Fu, Virginia Polytechnic Institute and State University
Georgia Garcia, University of Illinois at Urbana-Champaign
Maggie Holmes, National Head Start Association
Gerald C. Odland, Association for Childhood Education International
Debbie Reese, University of Illinois at Urbana-Champaign
Marilyn Smith, Council for Early Childhood Professional Recognition
Sue Swaim, National Middle School Association
Pam Winton, National Center for Early Development and Learning

Clearinghouse director's reflections on ERIC's 35th anniversary:

We suggest that the paradigm shift from serving intermediaries (such as librarians) to serving directly those who actually use ERIC education research and information has been the overarching change. This paradigm shift has been driven by several factors:

- **Technology** – CD-ROM, the Internet, and the AskERIC service has enabled us to bring education research and information to the desktops of policy-makers, administrators, and a growing number of classroom practitioners.

- **Demographic changes** – the dramatic increase in the number of children in kindergarten and prekindergarten programs, the accompanying increase in the number of teachers and caregivers, the continuing increase in the number of programs that educate and support them, and their growing diversity in language and culture, has led to more interest in education research and good practice than ever before. ERIC Digests make education research and best practice information readily accessible to these practitioners.

- **Increase in knowledge** – The number of research reports, conferences, books, journals, and other materials available to our constituents has increased exponentially in recent years. ERIC has played an important role in organizing this information and making it available and accessible to the general public. —Lilian Katz and Dianne Rothenberg, Co-Directors

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Higher Education
George Washington University

Clearinghouse Scope

Covers all major junctures, people, processes, and issues at colleges and universities providing higher education (that is, four-year degrees and beyond). Includes major junctures or levels (entry to college, environment, outcomes of college, graduate or professional education, and international higher education), major people (administrators, faculty, students, external constituencies, and governance officers), major processes (instruction, learning, planning, governance, etc.), and major issues (technology, legal issues, public relations, diversity, and methodology).

The Adjunct ERIC Clearinghouse on Educational Opportunity is sponsored by the U.S. Department of Education, Office of Higher Education Preparation and Support.

Bestseller for 2001

Active Learning: Creating Excitement in the Classroom

Most Popular Digests in 2001

Why Do Students Borrow So Much? Recent National Trends in Student Loan Debt-
Understanding and Facilitating Change in Higher Education in the 21st Century
Distance Education and Accreditation

Highlights of 2001

- Produced six new monographs in the ASHE-ERIC Higher Education Report Series.
- Wrote the *Quick Guide to Searching the ERIC Database on the Internet* (http://www.eriche.org/Workshops/quickinstruct.html).
- Constructed a conference paper depot on the clearinghouse's Web site for the Association for the Study of Higher Education (ASHE) with expectations of building a permanent online archive of ASHE conference papers.

National Clearinghouse Committee Members

Lynn Barnett, American Association of Community Colleges
Jill Bogard, National Center for Higher Education Library
Sharon Fries-Britt, University of Maryland

Mary Futrell, George Washington University
Elizabeth Garraway, Maryland Independent College and University Association
Claudine Langlois, International Association of Universities United Nations Educational, Scientific and Cultural Organization (IAU/UNESCO) Information Center on Higher Education
John B. Lee, JBL Associates
Donald R. Lehman, George Washington University
Meredith Ludwig, Education Statistics Services Institute
John Milam, University of Virginia
Patricia Murrell, University of Memphis
Michael Nettles, College Fund/United Negro College Fund
Allen Splete, Council of Independent Colleges
J. Douglas Toma, University of Pennsylvania
Stephen Joel Trachtenberg, George Washington University
Patricia Wand, The American University

Clearinghouse director's reflections on ERIC's 35th anniversary:

All too often, money is seen as an obstacle to attending college. Today, through the Internet, young people and their families have access to a full range of information that answers their questions: Can I get financial help, what do I need to do, how do I apply? ERIC-HE helps point students in the direction of Department of Education resources, broad/general resources, private resources, and specialized resources targeted to their specific situations. Compared to 35 years ago, this is revolutionary; ready access to such open and understandable information benefits all, but is especially valuable for young people who are the first in their families to attend college. —Elaine El-Khawas, Director

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Information & Technology

Syracuse University

Clearinghouse Scope

Covers educational technology and library and information science at all levels, including instructional design, development, and evaluation pertaining to educational technology and the media of educational communication: computers, the Internet, telecommunications, audio and video recordings, and other multimedia materials pertaining to teaching and learning. The focus is on the operation and management of information services for education-related organizations. Includes all aspects of information technology related to education.

Bestseller for 2001

Instructional Design Competencies: The Standards

Most Popular Digests in 2001

Uncovering the Hidden Web, Part I: Finding What the Search Engines Don't
Successful K-12 Technology Planning: Ten Essential Elements
Trends and Issues in Digital Reference Services

Highlights of 2001

- Introduced an entirely new clearinghouse Web site <www.ericit.org> New design includes full text of new documents in Library Science and Educational Technology, in-process ERIC abstracts, lesson plans for teachers, discussion group archives, a conference calendar, and a "Feature Article of the Week" in full text.

- Transformed *ERIC/IT Update: The Semiannual Bulletin of the ERIC Clearinghouse on Information & Technology* into an exclusively online newsletter. Readers can subscribe and be notified by e-mail when a new edition is available.

- Added a real-time chat reference service called AskERIC Live! to the AskERIC digital reference service. Users can type in questions and AskERIC reference specialists will answer queries about searching the ERIC Database or about specific education issues all in real time. A transcript of the session is e-mailed to the questioner when the real-time chat is over.

National Clearinghouse Committee Members

Patricia Senn Breivik, San Jose State University
Kent L. Gustafson, University of Georgia
Jeanne Hayes, Quality Education Data
Lawrence Lipsitz, *Educational Technology*
Lynn Schrum, The University of Georgia
Len Simutis, The Ohio State University
Phillip M. Turner, University of Alabama
Susan Veccia, Library of Congress
Julie A. Walker, American Library Association
Marlene Woo-Lun, Linworth Publishing, Inc.

Clearinghouse director's reflections on ERIC's 35th anniversary:

A major change has been the realization that simply gathering and archiving publications is insufficient to advance education. ERIC has become a proactive innovator and trusted source of guidance and synthesis for educators. ERIC has become more a service than a source, where users know that they can not only find good content, but help in making sense of the preponderance of resources, both print and electronic. ERIC has moved from a database behind the scenes to a front-line resource improving education through information and personal assistance. —R. David Lankes, Director

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Languages and Linguistics
Center for Applied Linguistics

Clearinghouse Scope

Covers languages and language sciences and all aspects of second language instruction and learning in all commonly and less commonly taught languages, including English as a second language. Includes bilingualism and bilingual education as well as cultural education in the context of second language learning (including intercultural communication, study abroad, and international education exchange). Encompasses all areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

The Adjunct ERIC Clearinghouse for ESL Literacy Education is sponsored by the U.S. Department of Education, Office of Vocational and Adult Education.

Bestseller for 2001

Lessons Learned: Model Early Foreign Language Programs

Most Popular Digests in 2001

English Language Learners with Special Needs: Effective Instructional Strategies
Language Teaching Methodology
Spanish for Native Speakers: Developing Dual Language Proficiency

Highlights of 2001

- Created and launched the Online Directory of ESL Resources (http://www.cal.org/ericcll/ncbe/esldirectory/). Developed in collaboration with the National Clearinghouse for Bilingual Education (now known as the National Clearinghouse for English Language Acquisition), this Web-based directory provides an online reference for the most useful ESL resources available. Designed primarily for teachers and students, the directory is likely to be of use to administrators, business people, researchers, and parents as well.

- Published *Heritage Languages in America: Preserving a National Resource*. This book describes the population of individuals who speak the more than 100 languages of ethnic

communities across the United States and outlines what needs to be done to help them develop their languages for use in academic and professional arenas.

- Expanded the clearinghouse Web site with the addition of four new Resource Guides Online, ten new ERIC Digests, four issues of the online newsletter (*ERIC/CLL Language Link*), and two issues of the *ERIC/CLL News Bulletin*.

National Clearinghouse Committee Members

Kathleen M. Bailey, Monterey Institute of International Studies
Lily Wong Fillmore, University of California, Berkeley
Melvy Jensen, Fairfax County (VA) Public Schools
Terrence Langendoen, University of Arizona
Julia Lara, Council of Chief State School Officers (CCSSO)
Jean W. LeLoup, SUNY Cortland
Theodora Predaris, Fairfax County (VA) Public Schools
Marcia Harmon Rosenbusch, Iowa State University
Barry Rutherford, University of California, Santa Cruz
Paul Sandrock, Wisconsin Department of Public Instruction
Lynn Sandstedt, American Association of Teachers of Spanish and Portuguese (retired)
Renate A. Schulz, University of Arizona
Maria Seidner, Texas Education Agency
Orlando Taylor, Howard University
G. Richard Tucker, Carnegie Mellon University
Helene Zimmer-Loew, American Association of Teachers of German, Inc.

Clearinghouse director's reflections on ERIC's 35th anniversary:

Advances in information technology, particularly the advent of the Internet, have allowed the ERIC Clearinghouse on Languages and Linguistics to make educational research and information attractive and accessible to and usable by educational practitioners. Internet technology allows us to:

- make the results of research visible and comprehensible in easily accessed online resource collections and directories.
- respond rapidly to information queries and provide direct links to relevant resources.
- make ERIC materials and services known and available to a much larger and broader audience through our Web site, electronic publications, and listservs.
- develop attractive publications, in a variety of formats that practitioners can find easily and use in their instruction and professional development.

In the past, some professionals in languages and linguistics considered ERIC to be simply a database. Technology applications and content expertise have allowed us to mine and build on this database to develop a wide array of publications and other resources that give educational practitioners access to solid, evidence-based research and information. —Joy Peyton, Director

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Reading, English, and Communication
Indiana University

Clearinghouse Scope

Comprises reading, English, and communication (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; and speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Covers preparation of instructional staff and related personnel. Covers all aspects of reading behavior, emphasizing physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; and diagnostics and remedial reading services in schools and clinical settings. Also covers preparation of reading teachers and specialists and includes guidelines in these subject areas for related agencies and for parents.

Bestseller for 2001

101 Ways to Help Your Child Learn to Read and Write

Most Popular Digests in 2001

Phonemic Awareness: An Important Early Step in Learning to Read
Vocabulary Instruction and Reading Comprehension
Reading Recovery

Highlights of 2001

- Produced an assortment of "character Education through literature" materials including bookmarks/webmarks, one each for parents and teachers, which offer guidance to the important resources and practices through which positive character traits can be successfully taught to children; a character education activities calendar, which has been warmly greeted by teachers; and a book, *Developing Character Through Literature*.

National Clearinghouse Committee Members

Douglas Barnard, Mesa (AZ) Public Schools
James Gaudino, National Communication Association
Earlene Holland, Indiana Department of Education
Jack Humphrey, University of Evansville
Joan Irwin, International Reading Association
Robert Pavlik, Cardinal Stritch
Lenore Sandel, The Association for Supervision and Curriculum Development

Faith Schullstrom, National Council of Teachers of English

Clearinghouse director's reflections on ERIC's 35th anniversary:

Making the database available online has achieved more to promote the use of information than anything else ERIC has done. Immediate, personal, online access to the database has been a major boon to researchers and to school decision-makers. Information is now open to everyone and our millions of users demonstrate the value and the power of democratizing the ERIC database. —Carl B. Smith and Steve Stroup, Co-Directors

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Rural Education and Small Schools

AEL, Inc.

Clearinghouse Scope

Scope includes programs, practices, and economic, cultural, social, and other factors pertaining to the education of rural residents, American Indians, Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; and outdoor and experiential education.

The Adjunct ERIC Clearinghouse on Rural Mathematics Education is sponsored by the ACCLAIM Research Initiative funded by the National Science Foundation.

Bestseller for 2001

UnCommon Knowledge: Projects That Help Middle-School-Age Youth Discover the Science and Mathematics in Everyday Life. Volume One: Hands-On Science Projects and *Volume Two: Hands-On Math Projects*

Most Popular Digests in 2001

Place-Based Curriculum and Instruction: Outdoor and Environmental Approaches
Research About School Size and School Performance in Impoverished Communities
Teaching American Indian and Alaska Native Languages in the Schools: What Has Been Learned

Highlights of 2001

- Held four weeklong online forums, which were moderated by respected scholars and education leaders and included participants from across the country. Topics of these lively discussions included how high schools with fewer than 200 students manage to offer an effective and thorough education; practice, possibilities, and dilemmas related to offering Web-based high school courses in rural schools; understanding the life experiences of American Indian, Alaska Native, and First Nations youth; and how to improve the high school completion rate of migrant students.

- Added two more searchable directories to the clearinghouse Web site related to small schools and American Indian and Alaska Native education.

- Began a special project in collaboration with the Office of Indian Education and the At-Risk Institute (both agencies in the U.S. Department of Education) to develop a Web site, IndianEduResearch.Net, featuring the research reports and papers, funding opportunities, sources of publicly available data, and other information related specifically to American Indian and Alaska Native education. New resources are continuously added to the site, including full-text documents, bibliographies, and a special series of ERIC Digests featuring topics identified in the American Indian and Alaska Native Research Agenda.

National Clearinghouse Committee Members

Kari M. Arfstrom, Association of Educational Service Agencies
Robin Butterfield, Bureau of Indian Affairs
Pauline Hodges, The National Rural Education Association
Clifford E. Knapp, Northern Illinois University
Robert Lynch, BOCES Geneseo Migrant Center
Cruz Torres, Texas A&M

Clearinghouse director's reflections on ERIC's 35th anniversary:

We were the "new kids on the block" in 1988 when we first competed and won the contract to operate the ERIC Clearinghouse on Rural Education and Small Schools. I remember the clarity of the Department's priorities expressed in the statement of work for that competition. What I did not fully appreciate at the time was the intense period of study and redesign that had culminated with that recompetition. Clearinghouses were charged with serving everyone, not just the research community; with finding inventive and proactive ways to reach out to their audiences and disseminate the literature in education; and with covering a much wider range of materials, not just conference papers and other unpublished works. Soon clearinghouses had toll-free telephone numbers, offered free bibliographic searches, disseminated their Digests for free, and developed publications meant especially for parents, teachers, school administrators, and many others. I think it was at this point that the ERIC system became an essential tool for American education. Technological advances since that time have only made the tool more powerful and far-reaching. We may be in a similar period of redesign presently--this one meant to sharpen the precision with which we do our work. —Patricia Cahape Hammer, Director

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Science, Mathematics, and Environmental Education
Ohio State University

Clearinghouse Scope

Covers science, mathematics, and environmental education at all levels, including the development of curriculum and instruction materials; teachers and teacher education; learning theory and outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development on learning in these fields); educational programs; research and evaluative studies; media applications; and computer applications.

Bestseller for 2001

Psychology of Mathematics Education (PME), 23rd annual meeting

Most Popular Digests in 2001

State Proficiency Testing in Mathematics
Learning About the Human Genome Part 1: Challenge to Science Educators
Learning About the Human Genome Part 2: Resources for Science Education

Highlights of 2001

- In response to the 911 terrorist attacks, the Clearinghouse developed an interlinked set of eight Web pages on "Learning about Anthrax" with a directory at http://www.ericse.org/anthrax.html. This set of pages includes links to scattered resources on the bacterium, the disease, how to reduce risk, and how to teach about anthrax.
- Collaborated with the North America chapter of the Association for the Psychology of Mathematics Education to produce the two-volume proceedings of their 23rd annual conference. The conference featured presentations of recent research in mathematics teaching and learning, teacher education, use of technology, and other areas of study related to mathematics education.

National Clearinghouse Committee Members

Julia V. Clark, National Science Foundation
Frank Crawley, East Carolina University
George E. DeBoer, American Association for the Advancement of Science

Rosanne Fortner, The Ohio State University
John Neth, Ohio Department of Education
Emma Walton, Anchorage School District

Clearinghouse director's reflections on ERIC's 35th anniversary:

From a technical point of view, the most remarkable change is the vastly increased speed of information dissemination through ERIC brought about by computerization and electronic networking. Beyond this technical accomplishment, though, lies a more significant increased involvement in scholarly discourse and informed practice. Through development of Digests grounded in the latest research, Internet portals to scattered resources, freely available search engines, specialized collections, and collaboration with scholars and professional organizations to produce research-based monographs, the ERIC Clearinghouses have joined forces with scholars worldwide to advance both the generation and the dissemination of new knowledge. This, coupled with greatly increased attention to the needs and requests of teachers, has enabled the ERIC system to have a significantly increased influence on teaching and learning. Within conference papers, journal articles, university syllabi, and Websites around the world you will find citations, references, and quotations from ERIC materials being used to guide, inform, and influence practice and decision making at all levels of education. –David Haury, Director

ERIC Clearinghouse on Science, Mathematics, and Environmental Education

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Social Studies/Social Science Education
Indiana University

Clearinghouse Scope

Covers all levels of social studies and social science education; the contributions of history, geography, and other social science disciplines; applications of theory and research to social science education; education as a social science; comparative education (K–12); and content and curriculum materials pertaining to such social topics as law-related education, ethnic studies, bias and discrimination, aging, and women's equity. Music and art education are also covered.

Adjunct clearinghouses include the Adjunct ERIC Clearinghouse for International Civic Education, sponsored by the Center for Civic Education, and the Adjunct ERIC Clearinghouse for U.S.-Japan Studies, sponsored by the Japan Foundation Center for Global Partnership.

Bestseller for 2001

Education for Civic Engagement in Democracy: Service Learning and Other Promising Practices

Most Popular Digests in 2001

Character Education
Learning History Through Children's Literature
Using Primary Sources on the Internet to Teach and Learn History

Highlights of 2001

- Launched "Resources for Helping Young People Cope With and Discuss the Terrorist Attack on the United States of America on September 11, 2001" on the clearinghouse Web site three days after the attacks. This feature was the most frequently accessed resource on the Clearinghouse site between September 14 and December 31.

- Received recognition for the clearinghouse Web site in the fall 2001 issue of "The Legal Circle," published by the Constitutional Rights Foundation Chicago, and the October 2001 issue of "Perspective," published by the National Council for Geographic Education. These organizations are clearinghouse partners.

National Clearinghouse Committee Members

Daniel Callison, Indiana University
Frederick Drake, Illinois State University
Mary Fortney, The Children's Museum of Indianapolis
Mary Haas, West Virginia University
Tedd Levy, Nathan Hale Middle School, Norwalk, Connecticut
Sheilah Mann, American Political Science Association
Mabel McKinney-Browning, American Bar Association
Lynn Nelson, Ackerman Center for Democratic Citizenship, Purdue University
Charles N. Quigley, Center for Civic Education
Richard Remy, The Ohio State University
David Seiter, Northridge High School, Layton, Utah
Charles S. White, Boston University

Clearinghouse director's reflections on ERIC's 35th anniversary:

The most important change in the ERIC System over the past 35 years has been how the System and the Clearinghouse use technology to serve a larger community of users. In the beginning, access to ERIC resources was limited to research libraries, large public libraries, and resource centers of large school systems. Today, individuals can use the resources of the ERIC System from their homes, workplaces, school media centers, and public libraries to find information about social studies/social science research, national and state standards for art and music education, or national assessments in civics, geography, and history.

—John Patrick and Jane Henson, Co-Directors

ERIC Clearinghouse on Social Studies/Social Science Education
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Teaching and Teacher Education

American Association of Colleges for Teacher Education

Covers school personnel issues at all levels, including teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; and organizational, administrative, financial, and legal issues pertaining to teacher education programs and institutions. Also covers all aspects of health, physical, recreation, and dance education.

The Adjunct ERIC Clearinghouse on Clinical Schools is sponsored by the Ford Foundation.

Bestseller for 2001

Assessing the Impact of Professional Development Schools

Most popular digests in 2001

Teacher Mentoring as Professional Development
Teachers As Leaders in Education Reform
National Board for Professional Teaching Standards' National Teacher Certification

Highlights from 2001

- In coordination with this PBS series entitled *School: The Story of American Public Education*, a dramatic four-part documentary series that chronicles the development of the nation's public education system from the late 1770s to the 21st century, the clearinghouse produced *School: The Story of American Public Education: Curriculum Guide*, written by Kim Nesta Archung (Emory University), a companion guide for the video series, designed for use in post-secondary education courses.

- Completed the transfer of papers produced under the auspices of the OERI sponsored project, National Partnership for Excellence and Accountability in Teaching to the Clearinghouse Web site.

National Clearinghouse Committee Members

Charlene R. Burgeson, Centers for Disease Control and Prevention
Greg Butler, Microsoft Education Customer Group
JoAnn Canales, Texas A&M University-Corpus Christi
Peter A. Cortese, American School Health Association
Pamela Fry, Association of Teacher Educators
Julie Hutcheson-DownWind, National Education Association
Bartholomew J. Moore, Sarah T. Reed Senior High School

Scott P. Plotkin, California School Boards Association
Ponnuswamy Swamidoss, American Public Health Association
Robyn Ulzheimer, Public School 87 (New York City)
Linda Valli, University of Maryland
Anna Weselak, National PTA
Arthuree Wright, Howard University Libraries
vacant, American Federation of Teachers

Clearinghouse director's reflections on ERIC's 35th anniversary:

The development and implementation of computer technology has been the most remarkable change to affect the ERIC Clearinghouse on Teaching and Teacher Education over the past few decades. The accessibility and speed with which our varied constituents can find and retrieve a wide range of information has dramatically increased. —Mary E. Dilworth, Director

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Urban Education
Teachers College, Columbia University

Clearinghouse Scope

Covers programs and practices in urban public, parochial, and independent schools; the education of African-Americans, Hispanics/Latinos (excluding Mexican-Americans), Asian-Americans, and other ethnic groups and immigrant students in urban schools; educational equity; multicultural, antibias, conflict resolution, and violence prevention education; parent and community involvement in urban schools; urban economic and social conditions affecting education; and public- and private-sector policies to improve urban education.

The Adjunct ERIC Clearinghouse on Homeless Education is sponsored by the National Center for Homeless Education at SERVE, the Regional Educational Laboratory for the Southeast.

Bestseller for 2001

Arab American Students in Public Schools

Most Popular Digests in 2001

Closing the Achievement Gap: Principles for Improving the Educational Success of All Students
School Choice as Education Reform: What do We Know?
Latinos in School: Some Facts and Findings

Highlights of 2001

- Developed an Internet pathway, Closing the Achievement Gap (http://eric-web.tc.columbia.edu/pathways/achieve_gap/index.html), which provides research and information about school district efforts to find ways to close the achievement gap between students of color and their peers, including the following areas: conceptualization of the problem, Federal and school district policies, standards and testing, curriculum and instruction, and teaching and staff development as means for addressing the problem.

- Developed a digest distilling the key policy issues in closing the achievement gap, *Closing the Achievement Gap: Principles for Improving the Educational Success of All Students* (http://eric-web.tc.columbia.edu/digests/dig169.html).

- Published *Evaluating School Violence Programs*, a collection of three essays discussing the problems of evaluating programs to prevent and reduce the effects of school violence, including the conflict resolution programs used in many schools.

National Clearinghouse Committee Members

Harold Brathwaite, Peel District School Board (Mississauga, Ontario, Canada)
Margarita Calderón, Center for Research on the Education of Students Placed at Risk
Aymet Chaples, ASPIRA of Florida, Inc.
Richard Duran, University of California, Santa Barbara
Henry Levin, Teachers College, Columbia University
Adrian Lewis, New York Urban League
James Lytle, Trenton (NJ) Public Schools
Aaron Pallas, Teachers College, Columbia University
Lee Etta Powell, George Washington University (retired)
Margarita Rosario, William H. Taft High School (Bronx, NY)
Margaret Beale Spencer, University of Pennsylvania
Rafael Valdivieso, U. S. Department of Education
Norman Wechsler, Office of the Superintendent of Schools (Bronx, NY)
Linda Wing, Harvard University

Clearinghouse director's reflections on ERIC's 35th anniversary:

The ERIC system came into being thirty-five years ago at the same moment that the nation recognized the distinct problems of urban and minority education. (The ERIC Thesaurus was built on the indexing of 1,740 documents on the education of the disadvantaged.) This has meant that over time researchers, educators, and the public have always been able to find information on critical issues in the education of minorities in urban schools, currently on all matters relating to closing the achievement gap between students of color and immigrants and their peers at all levels of schooling. The continuity of building the ERIC database and the publications and services provided by the ERIC Clearinghouse on Urban Education have made it possible to advance the science and art of educating students in urban schools. —Erwin Flaxman, Director

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Teachers College, Columbia University
Institute for Urban and Minority Education

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ERIC Support Components

ACCESS ERIC

Aspen Systems Corporation

ACCESS ERIC coordinates ERIC's outreach and systemwide dissemination activities; develops new ERIC publications; and provides general reference and referral services. Publications and directories include *A Pocket Guide to ERIC, All About ERIC, The ERIC Review,* the online *ERIC Calendar of Education-Related Conferences*, and the online *Directory of ERIC Resource Collections.* ACCESS ERIC also maintains the ERIC systemwide Web site where visitors can view the monthly and weekly systemwide newsletters, as well as the introductory tutorial of ERIC services, the ERIC Slide Show.

Bestseller in 2001

A Pocket Guide to ERIC

Highlights of 2001

- Changed the ERIC Systemwide Web site address to http://www.eric.ed.gov/ to indicate its representation of the whole ERIC system and its sponsorship by the U.S. Department of Education.
- Added links to more than 40 online state education calendars to the ERIC Calendar of Education-Related Conferences.
- Coordinated arrangements with the ERIC Program Office, the Facility, and the ERIC Clearinghouse on Higher Education to host a delegation from the Republic of Korea who were seeking benchmarking information on ERIC in order to create an education information system in their country.
- Announced more than 200 new ERIC products and services on the "New from ERIC" section of http://www.eric.ed.gov/.

ERIC Directors and Technical Meetings

Each year, ACCESS ERIC provides logistical support for ERIC directors and technical staff to meet for 4 days in Washington, D.C. to share recent accomplishments, exchange creative ideas, receive training in new ERIC systems and procedures, hear from presenters outside the ERIC system, and brainstorm possible approaches to common challenges. At the October 2001 meetings, the major focus was on the introduction of the new EDVAPS system (see p. 5). ERIC Facility staff demonstrated the pilot version of the system and solicited questions and suggestions from staff throughout the system who would soon be testing it.

Other sessions included the following:

- A presentation on Section 508 compliance to ensure Web site accessibility for persons with disabilities, arranged by the ERIC Clearinghouse on Disabilities and Gifted Education.

- A presentation on the various approaches to evaluating the quality of online information, by Bill Arms, Professor of Computer Science at Cornell University.

- A preview of the ED Web site redesign and the process used to develop the Department of Education's Web metadata standards.

- Perspectives on OERI's mission, upcoming reauthorization, and appropriation for FY 2002 by Grover (Russ) Whitehurst, Assistant Secretary of the Department's Office of Educational Research and Improvement.

Director's reflections on ERIC's 35th anniversary:

Starting in 1987, ERIC committed to increasing accessibility and reaching a more diverse audience. The creation of ACCESS ERIC in 1989, with a mission of outreach and dissemination for the whole ERIC system, was just one step in implementing this goal. In addition, the creation of ERIC Digests has provided research-based information on current education issues in a user-friendly format and introduced many more people to the ERIC system and database. —Lynn Smarte, Director

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ERIC Document Reproduction Service
DynEDRS, Inc.

EDRS produces and sells electronic, microfiche, and paper copies of documents abstracted in the ERIC database. Back collections of ERIC documents, annual subscriptions, cumulative indexes, and other ERIC products also are available from EDRS. Users can conveniently order ERIC documents by toll-free phone, fax, mail, or e-mail (*service@edrs.com*); through the EDRS Web site (http://www.edrs.com/); or from commercial online vendors including The Dialog Corporation and OCLC. Call EDRS for more information.

Most Popular Document Titles in 2001

EDRS tracks the most frequently requested ERIC documents (EDs), including the top 100 documents downloaded electronically from the EDRS web site, and the top 50 ERIC documents ordered on-demand in all document formats. The most frequently downloaded electronic ERIC document in 2001 was *Students Writing About Their Writing as Reflection (ED412555),* with a total of 927 downloads. The second and third most frequently downloaded documents were *Music in the Classroom: Its Influence on Children's Brain Development, Academic Performance, and Practical Life Skills* (ED442707), with 394 downloads, and *Non-Drug Interventions for Improving Classroom Behavior and Social Functioning of Young Children with Attention Deficit*

Hyperactivity Disorder (ED445427), downloaded 381 times. These three documents were downloaded from the EDRS web site a total of 1,702 times in 2001.

The most surprising trend in ERIC document ordering occurred with ERIC on-demand orders following the September 11 terrorist attacks. Nearly half, or 21 of the top 50, of the most frequently ordered ERIC documents from EDRS were Pashto and Dari language related documents submitted to ERIC by the FL Clearinghouse. Most of these Afghan language handbooks, manuals, and textbooks have publication dates in the 1990's, although seven documents date from the early 1970's and 1980's. Altogether, ERIC users ordered 581 documents relating to teaching and learning the languages of Afghanistan during the last four months of 2001.

Director's reflections on ERIC's 35th anniversary:

The most remarkable change over the past 35 years for EDRS is the use of web-based technologies as a medium for ERIC document research, ordering, and document delivery. For nearly 30 years ERIC was a microfiche-based information system, only accessible to patrons of libraries that maintained an ERIC resource collection. The microfiche medium was a barrier for many of the people who could most benefit from ERIC resources, such as teachers and other front-line practitioners. With the advent of the World Wide Web everyone with an Internet connection could have access. ERIC was among the first information services to recognize and take advantage of the power of the Internet to increase and facilitate the use of research and information. Now three ERIC sites offer no-cost searches of the ERIC database – all of which link to EDRS for access to ERIC electronic documents. EDRS delivered over 655,000 electronic documents in 2001 through web-based on-demand ordering and E*Subscribe subscription services. We estimate that E*Subscribe alone currently reaches an estimated 9.6 million end-users worldwide. ERIC documents are now as accessible as the nearest desktop computer. That's a remarkable change after 30 years of microfiche as the sole document collection medium.
—Peter Dagutis, Director

Highlights of 2001

- Increased the E*Subscribe customer base by 136 percent – from 438 web-based service customers on January 1, 2001 to 1032 customers by December 31, 2001.

- Improved the ERIC document production process for creating digital masters by acquiring, installing, and putting into production new scanning equipment and procedures. The new equipment scans from the source ERIC documents rather than microfiche. As a result, production time has been halved from 20 business days to 10 for conversion of a new RIE issue to electronic format, and document image quality is greatly enhanced.

- Developed a new EDRS web site for E*Subscribe and on-demand customers. The new web site includes improved search and ordering capabilities and streamlined navigation.

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ERIC Processing and Reference Facility

Computer Sciences Corporation

The ERIC Processing and Reference Facility is the central editorial and computer processing agency that coordinates document processing and database-building activities for ERIC. The Facility performs acquisition, lexicographic, and reference functions; and maintains systemwide quality control standards. The Facility also prepares and maintains the *Thesaurus of ERIC Descriptors*, the ERIC Database Master File for distribution to database vendors, the *ERIC Source Journal Index*, the *ERIC Identifier Authority List*, ERIC Ready References, and sells the ERIC-on-NISC CD-ROM.

Highlights of 2001

- Prepared the *Thesaurus of ERIC Descriptors, 14th Edition*, published by Greenwood Publishing group. The 2001 edition contains 10,773 vocabulary terms, including 206 new Descriptors. An online searchable version of the *Thesaurus* is available to the public on the ERIC Facility web site.

- Released two new web sites to serve both public and ERIC System customers. The public site, http://www.ericfacility.org features searchable and browsable editions of the *Thesaurus of ERIC Descriptors*, the *ERIC Source Journal Index*, and the *ERIC Identifier Authority List*. The site designed for ERIC Clearinghouse staff use includes resources organized by functional area and training materials for use in live web-conference training sessions.

- Published the final print editions of *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE) with the issues of December 2001. This was in response to the Department of Education's support of the general move from paper to electronic media throughout the U.S. government, and a decline in subscription demand for the print versions. RIE and CIJE data continues to be produced at the rate of approximately 30,000 records per year and is available free online in the ERIC database.

Director's reflections on ERIC's 35th anniversary:

The most remarkable change for the ERIC Facility is the development and deployment of web-based document processing to improve the efficiency, accuracy, and consistency of data editing and quality control procedures. The new ERIC Data Validation and Processing System (EDVAPS) maximizes the use of technology to streamline and reduce the level of effort formerly required to ensure high standards of data quality. As the application is fully adopted over the next year, new ERIC resources will become available more rapidly to meet the expectations and needs of ERIC's broadening user community. EDVAPS is future oriented, providing the foundation for the ERIC system to embrace constantly evolving new technologies and resource formats. —Don Frank, Director

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The ERIC Budget

The ERIC budget for fiscal year 2002 is $10.5 million. These funds are allocated as follows:

- 82 percent to the 16 ERIC Clearinghouses.
- 17 percent to the support components (ACCESS ERIC and the ERIC Processing and Reference Facility).
- 1 percent for system improvements, printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, computer systems, and so on.

ERIC Clearinghouses use their funds for the following functions:

- **Database Development—23 percent**
  Acquiring, selecting, cataloging, abstracting, and indexing documents and articles for the ERIC database.
- **Clearinghouse Management—18 percent**
  Covering day-to-day operating costs including salaries, supplies, and overhead.
- **System Improvements and Special Projects—17 percent**
  Incorporating advances in technology and major special projects, such as AskERIC and NPIN, into the ERIC system.
- **Publications—15 percent**
  Producing ERIC Digests, major publications, bibliographies, newsletters, and journal columns.
- **User Services—15 percent**
  Responding to e-mail, phone calls, letters, and visitors' requests for information.
- **Outreach and Training—10 percent**
  Giving workshops, exhibits, and presentations on ERIC.
- **Travel and Per Diem—2 percent**
  Traveling to ERIC system meetings for directors and technical staff and to outreach and training events.

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U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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